



SPANISH CURRICULUM MAP

Intent:

In the Modern Foreign Languages Department we will inspire our students to be passionate learners of foreign languages. Through the teaching of vocabulary and grammar, we will teach them not only how the foreign language works, but also give them a greater understanding of their own home language. By giving them an insight into the culture of the Target Language countries in lessons, and outside of the classroom when possible, we hope to encourage their inquisitive minds to not only learn about other countries and their languages, but also to enjoy the exposure to new ideas and traditions, fostering a stance of openness and curiosity towards the world. Finally, we will seek to equip them with the courage, flexibility and interpersonal skills that will help them thrive in the 21st century.

Key stage 3

YEAR 7	Mi vida (my life)	Mi tiempo libre (my free time)	Mi insti (my school)
Key Knowledge	<ul style="list-style-type: none"> - Introducing yourself - Recognising and producing Spanish sounds - Communicating key details about yourself - Describing yourself - Talking about your personality 	<ul style="list-style-type: none"> - Talking about what you like doing and why - Talking about your free time - Saying what you do and with whom - Talking about the weather - Using -ar verbs in the present tense 	<ul style="list-style-type: none"> - Saying what you study - Giving opinions of school subjects and reasons - Describing your school - Saying what you do during break time, including what you eat and drink - Using -er and -ir verbs in the present tense
Key Subject Skills	<p>The four key skill areas in foreign language learning are listening, reading, speaking and writing. Our curriculum gives students plentiful opportunities to practise these. Additionally, learning a foreign language develops a range of other cognitive and social skills. Among others, it requires learners to train their memories, pushes them to find ways to communicate effectively in different situations, and teaches them to understand and manipulate language. People who learn one foreign language find it easier to learn another afterwards, so studying a language in school can provide students with a platform for future language learning.</p>		
Personal development: <ul style="list-style-type: none"> • RSE • Online safety • Enrichment 	<p>Studying a foreign language can challenge both self-centredness and small-mindedness. It helps us to see that our language and culture are not preminent, and fosters a stance of openness, inquisitiveness and empathy towards others. When we study another culture, we learn that there are different ways of doing things – from preparing food to celebrating festivals – and when we study another language we can see that there are different ways of conceiving things. Learning a language also challenges students to be courageous as they take small (but ultimately safe) risks by trying to communicate even when they are not sure about how to say something. It can involve hard work, which provides an opportunity for learners to build resilience and gain a sense of achievement.</p>		
Connections with careers	<p>The National Language Strategy highlighted that whilst languages ‘are strategically vital for the future of the UK’, ‘there is overwhelming evidence of an inadequate, longstanding, and worsening supply of the language skills needed by the UK to meet future needs.’ In this context, the ability to speak one or more foreign languages can set students apart from others who lack these skills. Learning a foreign language also fosters the communication skills, confidence and flexibility of thought that will continue to be relevant as AI replaces many traditional jobs. At its heart, language learning is social and interpersonal, and it can therefore help prepare learners for a labour market in which the demand for social and emotional skills is only expected to increase.</p>		

Home support	Parents and carers can speak to their children positively about the value of their language studies, encourage them to believe that they can achieve highly, and help them organise themselves. These things are part of ‘academic socialisation’, identified by Harvard professor Nancy Hill as the most important thing that parents do to boost their children’s achievement in school.
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YEAR 8	Mi insti (my school)	Mi familia y mis amigos (my family and friends)	Mi ciudad (my town/city)
Key Knowledge	<ul style="list-style-type: none"> - Saying what you study - Giving opinions of school subjects and reasons - Describing your school - Saying what you do during break time, including what you eat and drink - Using -er and -ir verbs in the present tense 	<ul style="list-style-type: none"> - Talking about your family - Describing people - Using the verbs ser and tener in the present tense - Talking about where you live - Using the verb estar 	<ul style="list-style-type: none"> - Describing what is in your town - Talking about what you do where you live - Ordering in a café - Using the near future tense to say what you are going to do
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YEAR 9	Mi familia y mis amigos (my family and friends)	Mi ciudad (my town/city)	Mis vacaciones (my holidays)	Todo sobre mi vida (all about my life)	A comer (let’s eat)	¿Qué hacemos? (What shall we do?)
Key Knowledge	<ul style="list-style-type: none"> - Talking about your family - Describing people - Using the verbs ser and tener in the present tense - Talking about where you live - Using the verb estar 	<ul style="list-style-type: none"> - Describing what is in your town - Talking about what you do where you live - Ordering in a café - Using the near future tense to say what you are going to do 	<ul style="list-style-type: none"> - Talking about a past holiday - Using the verb ir in the preterite - Using the preterite of regular verbs - Narrating events - Saying what something was like 	<ul style="list-style-type: none"> - Present tense - Saying what you use your phone for - Giving opinions of music and TV - Using comparatives - Saying what you did yesterday - The preterite tense 	<ul style="list-style-type: none"> - Saying what food you like - Describing mealtimes - Using negatives - Ordering a meal - Saying what you’re going to buy - Using the near future tense 	<ul style="list-style-type: none"> - Arranging to go out - Making excuses - Using modal verbs - Using reflexive verbs - Talking about clothes - Using this/these
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Key stage 4: GCSE

YEAR 10	¡Diviértete! (free time, media and technology)	Viajes (Travel & holidays)	Mi gente, mi mundo (My people, my world)	Mi estilo de vida (My lifestyle)	¡A clase! (To class!)
Key Knowledge	<ul style="list-style-type: none"> - Life online - Sports and free time activities - Present tense - Opinions - Arranging to go out - Near future tense - Saying what you did at the weekend - Preterite (past) tense - Talking about days that went wrong - Direct object pronouns 	<ul style="list-style-type: none"> - Discussing travel plans - Using comparatives - Saying what you can do - Talking about festivals - Superlatives - Saying what you did on holiday - Using ‘acabar de’ - Describing where you stayed - Using the imperfect tense - Using suelo + infinitive 	<ul style="list-style-type: none"> - Describing people - Using possessive adjectives - Talking about who you admire - Friendships and relationships - Reflexive verbs - Talking about identity and what matters to you - Para + infinitive - Talking about problems and giving advice 	<ul style="list-style-type: none"> - Typical foods - Healthy daily routines - Mealtimes and food trends - Direct object pronouns - Comparing old and new habits - Using the imperfect tense to say what you used to do - Illnesses and injuries - Future plans for health - Simple future tense 	<ul style="list-style-type: none"> - Talking about a typical day at school - Subjects and opinions - Talking about how you would change your school - The conditional tense - Students and teachers - Using negatives - Forming questions - Describing a school trip in the past - Adjectives and adverbs
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YEAR 11	Ciudades (Cities)	De costumbre (Customs and traditions)	¡A currar! (To work!)	Hacia un mundo mejor (Towards a better world)
Key Knowledge	<ul style="list-style-type: none"> - Describing where you live - Talking about shops - Using the future tense - Shopping - Talking about problems in a town - Describing a visit in the past 	<ul style="list-style-type: none"> - Food and drink - Daily routine - Health - Comparing different festivals - Describing a special day - Ordering in a restaurant - Talking about a music festival 	<ul style="list-style-type: none"> - Talking about jobs and careers - Describing work experience - Using the preterite and imperfect tenses together - Talking about the importance of learning languages - Applying for a summer job - Discussing gap year ideas - Using the conditional 	<ul style="list-style-type: none"> - Housing and the environment - Healthy eating - Global issues - Local actions - Healthy and unhealthy lifestyles - International sporting events - Using the subjunctive - Using the pluperfect
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Key Stage 5: A levels

YEAR 12	Unit 1 – Traditional and modern values Unit 4 – Artistic culture in the Hispanic world	Unit 2 – Cyberspace Unit 5 – Regional identity in Spain	Unit 3 – Equal rights Unit 6 – Cultural heritage	Film and literature
Key Knowledge	<ul style="list-style-type: none"> - Families in the past and now - Catholicism and festivals - Marriage and relationships - Different family forms - Music idols - Sporting heroes - Fame culture 	<ul style="list-style-type: none"> - Different sides to the internet - The impact of new technology - Smartphones - Easter in Spain - Bullfighting - Spanish gastronomy - Spain’s other languages 	<ul style="list-style-type: none"> - Women’s rights - Contemporary women - The rights of the LGBT collective - Improving womens’ situation - Perú: incas, conquistadores and historical marvels - Mexican art 	<ul style="list-style-type: none"> - Volver, Pedro Almodóvar (from term 4) - Crónica de una muerte anunciada, Gabriel García Márquez (from term 6)

			- Arabic architecture in Andalucía - Musical heritage in the Hispanic world	
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YEAR 13	Unit 7 – Immigration Unit 10 – Young people and politics	Unit 8 – Racism Unit 11 – Monarchies and dictatorships	Unit 9 – Coexistence and integration Unit 12 – Social movements	Film and literature
Key Knowledge	- Immigration in Spain - The life and struggles of undocumented immigrants - Mexican immigration in the US	- Racist attitudes in Spain before and now - Measures against racism in Hispanic America	- Coexistence between cultures in medieval Spain - Coexistence and integration in schools	- Volver, Pedro Almodóvar

	<ul style="list-style-type: none"> - Young people’s engagement with politics - Youth unemployment - The ideal society 	<ul style="list-style-type: none"> - Antirracist legislation in the Hispanic World - Francoism in Spain - The evolution of the monarchy in Spain - Latin American dictators 	<ul style="list-style-type: none"> - Coexistence in modern Spain - The power of trade unions - Social movements in depth - The effectiveness of protests 	<ul style="list-style-type: none"> - Crónica de una muerte anunciada, Gabriel García Márquez
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